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ABSTRACT

The last of 16 self study and evaluation guides for agencies serving blind and visually handicapped students presents standards for educational diagnostic and counseling services. Planning and organization, personnel, scope of diagnostic and counseling services, and program evaluation standards are included. (CL)

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Section D-28

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Educational Diagnostic and Counseling Services

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped

79 Madison Avenue
New York, N.Y. 10016

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INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.
2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses () preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments*.

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. A, either B-1 or B-2, all C sections, those D sections for the services provided, an E form for certain staff members and F.

<u>Section</u>	<u>Title and Edition</u>
A	Manual of Procedures (1979)
B-1	Agency Profile (1979)
B-2	School Profile (1979)
C-1	Function and Structure (1977)
C-2	Accounting for Services and Finances (1976)
C-3	Personnel Administration and Volunteer Service (1968)
C-4	Physical Facilities (1975)
C-5	Public Relations and Fund Raising (1968)
D-2A	Orientation and Mobility Services (1977)
D-2B	Orientation and Mobility Services (Dog Guide Programs) (1968)
D-3	Rehabilitation Centers (1968)
D-4	Workshop Services (1976)
D-5	Social Services (1968)
D-6	Vocational Services (1976)
D-7	Production of Reading Materials (1970)
D-8	Rehabilitation Teaching Services (1977)
D-15	Preschool Services (from Birth to Six) (1979)
D-16	Other Service Program (1979)
D-20	Curriculum Planning and Evaluation (1979)
D-21	Program for Multihandicapped Students (1979)
D-22	Program for K-12 Students (1979)
D-23	Program for Independent Living (1979)
D-24	Educational Resources Program (1979)
D-25	Leisure Education (1979)
D-26	Residential Living Program (1979)
D-27	Health Services (1979)
D-28	Educational Diagnostic and Counseling Services (1979)
E	Individual Staff Member Information Form (1977)
F	Evaluation Summary and Report (1979)

Sections D-2A through D-8 are applicable primarily to "agencies" and D-20 through D-28 primarily to "schools." D-15 is used for preschool services in any setting. Similarly, D-16 is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

STANDARDS PERSONNEL

COMMISSION ON STANDARDS. Wesley D. Sprague, *Chairman*, Executive Director, The New York Association for the Blind

Larry Baker, D.B.A., Assistant Professor of Management & Organizational Behavior University of Missouri, St. Louis

John M. Crandell, Jr., Ph.D., Associate Professor of Educational Psychology Brigham Young University

Ralph L. Hoag, Ed.D., Superintendent Arizona School for the Deaf and the Blind

John R. May, Executive Director (Ret.) San Francisco Foundation

Fred McDonald, Executive Director Chicago Lighthouse for the Blind

Robert T. McLean, Ph.D. Professor of Mathematics Loyola University, New Orleans

Geraldine T. Scholl, Ph.D. Professor of Education University of Michigan

Donald H. Wedewer, Executive Director Florida Division of Blind Services

COORDINATING COMMITTEE, EDUCATION STANDARDS PROJECT. Geraldine T. Scholl, *Chairman*

Larry Baker

Verna S. Hart, Ed.D., Associate Professor, Early Childhood & Handicapped University of Pittsburgh

William J. McConnell

Virginia School at Hampton

Susan Miller, Visually Impaired Consultant, Intermediate School District Traverse City, Michigan

Ferne K. Roberts, Associate Professor of Special Education Hunter College

Susan J. Spungin, Ed.D. Specialist in Education American Foundation for the Blind

Richard G. Umsted, Ed.D., Superintendent Illinois School for the Visually Impaired

Charles C. Woodcock, Director Perkins School for the Blind

PROJECT SUBCOMMITTEE WHICH FORMULATED THIS SECTION.

Henry Aldridge, Supervisor Children's Services Illinois School for Visually Impaired

Edward L. Anderson, Teacher Department for Visually Handicapped Arizona School for Deaf and Blind

Ruth Carpenter, Consultant Visually Impaired & Multihandicapped Dekalb County Board of Education Scottdale, Georgia

D. Gary Coker, Principal Tennessee School for the Blind

Gelene V. Kozlowski Vision Consultant Ohio Department of Health

Paul J. Lewis, Supervisor Florida Instructional Materials Center for Visually Handicapped

STAFF. Richard W. Bleecker, Ed.D., *Project Director*
Huesten Collingwood, *Project Administrator and General Editor*

CONTENTS

<u>Instructions</u>	inside front cover
<u>Self-Study and Evaluation Guides</u>	iii
<u>Standards Personnel</u>	iv
<u>Acknowledgments</u>	vi
<u>Introduction</u>	vii
<u>The Standards</u>	
1. Planning and Organization	1
2. Personnel	4
3. Scope of Services	10
4. Program Evaluation	14
<u>Programming for Improvement</u>	18
<u>Selected Readings</u>	22

ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 Guide, who chaired this project and its Coordinating Committee.

A subcommittee headed by Dr. Richard G. Umsted undertook the task of updating and expanding four sections of the 1968 Guide for school programs traditionally considered "non-curricular." Assisting Dr. Umsted were Henry Aldridge, Edward Anderson, Ruth Carpenter, Gary Coker, Gelene Kozlowski and Paul Lewis. Mrs. Carpenter drew up the first draft of this section in order to update and replace the 1968 Section G, *Pupil Personnel Services*. The subcommittee reviewed and revised the draft in April 1977. The Project Coordinating Committee undertook additional revisions in June of that year and authorized the preparation of a refined draft for national review.

Six schools for the blind field tested the draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups, came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was reviewed in June 1978 by the Coordinating Committee which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

EDUCATIONAL DIAGNOSTIC AND COUNSELING SERVICES

INTRODUCTION

Modern education of the blind or visually handicapped student starts with a thorough educational diagnosis. This is the first step in preparation of an individualized education program geared to the least restrictive setting available to the student. The need for diagnostic information is as valid in planning the education program of the so-called "normal" blind student as in preparing for education of multi-handicapped blind or visually impaired students.

Selection of the most appropriate educational setting for the student involves consideration of the student's learning ability as well as the availability of alternative educational placements. All factors which impinge upon physical, psycho-social, communicative, emotional, sensory and/or intellectual abilities should be included in evaluating each student's potential for living, learning and taking a place in the residential school or community day-school setting.

As special schools for the visually handicapped serve an increasing number of multihandicapped students, the need for comprehensive educational diagnostic and counseling services also becomes greater. Because of the complex problems faced by multihandicapped students and their families, high priority must be given to the provision of precise, rigorous diagnosis and evaluation services as the basis for effective education in the residential school. Equal service must be available for visually handicapped students educated in the local community.

The residential school is uniquely staffed and equipped to provide the initiative and commitment to serve as an educational diagnostic center in its state or region. The expertise needed for student evaluations for purposes of its own admissions procedures can be extended to local communities providing day-school programs with minimal and nonduplicating additional cost. Close cooperation with local education agencies in relation to educational diagnosis has the added advantage of assisting in implementation of a coordinated state-wide plan for education of all blind and visually handicapped students.

After initial assessment and admission to the residential school, the student and family need access, on a sustained basis, to a range of on-going services. The development, implementation, evaluation and revision of the individualized education program for each student are most effectively accomplished with the assistance of a multidisciplinary service team as outlined in these standards. The same team can be made available as a resource to local day-school programs within the school's service area to assist their students, staff and parents or guardians in providing effective individualized educational programming.

This educational diagnostic and counseling team should be organized as an integral part of the school to assure unity of purpose and good communications among all persons who have a role in the education process. The team should contribute to the school's overall planning and evaluation processes by monitoring trends and serving as an advocate of the best educational interests of each student and family. As a unit within the school, the educational diagnostic and counseling services are able to ensure that teachers, houseparents, aides or paraprofessionals, volunteers, students and parents or guardians are appropriately and actively involved in designing, implementing and evaluating individualized education programs.

The educational diagnostic and counseling services should include on the school staff a core team representing a variety of professional disciplines, such as counseling, teaching, nursing, psychology, and social work. In addition, the educational diagnostic and counseling services should either have on the staff or as consultants the services of individuals competent in a wide range of other disciplines including audiology, ophthalmology, pediatrics, dentistry, optometry, speech and language development, orientation and mobility, occupational therapy and physical therapy. All of these personnel should comprise a smoothly functioning team coordinated by one staff member who is assigned enough time and authority for this purpose.

The findings of the diagnostic process should be put in writing to assist the residential school, the local education agency and the parents or guardians of the student who is visually handicapped in making the decision on the appropriate educational placement in the least restrictive environment. The written report on the individual student should include the social and family history, medical, psychological, sensory, cognitive, physical, educational and emotional factors as well as assessment of daily living skills, orientation and mobility needs and other pertinent information. The educational diagnostic and counseling service should interpret the diagnostic findings and assist in developing precise strategies for meeting the educational needs of each student. Such interpretations are provided to parents or guardians, local education agency personnel, teachers and house-parents.

The tasks of the educational diagnostic and counseling service should include as many of the following as feasible:

1. To assess each child's and family's present functioning level from a multi-disciplinary base;
2. To make an educational diagnosis which specifies the student's education and ancillary service needs;
3. To compile all pertinent information into a comprehensive report;
4. To interpret the diagnostic findings and work with others involved with the student to design, implement, evaluate and revise the individualized education program for each student;
5. To provide school social work, other counseling and specialist services on an on-going basis;
6. To maintain central student records;
7. To maintain close working relationships with the state vocational rehabilitation agency for the blind to achieve maximum sharing of planning and information concerning the vocational needs of the individual student.

It should be noted that *Section D-20, Curriculum Planning and Evaluation* and *Section D-27, Health Services* contain complimentary standards for development of the individualized education program. Coordination among the self-study subcommittees for sections *D-20, D-27* and *D-28* is desirable when using these materials in a self-study for purposes of accreditation along with other sections listed on page iii.

EDUCATIONAL DIAGNOSTIC AND COUNSELING SERVICES

THE STANDARDS1. PLANNING AND ORGANIZATION

- () 1.1 PHILOSOPHY. The educational diagnostic and counseling services are consistent with the school's statement of philosophy of service as approved by the school's governing authority.

Comments:

- () 1.2 PURPOSE. The purpose of the educational diagnostic and counseling services is to provide comprehensive educational assessment of individual students in relation to their physical, social, communicative, emotional, sensory and intellectual abilities for living and learning and to provide an appropriate range of specialized services on a sustained basis.
- () 1.2.1 Individualized Education Program. The educational diagnostic and counseling services are an integral component in the preparation, interpretation and evaluation of the individualized education program of each student.
- () 1.2.2 Outreach. The educational diagnostic and counseling services reaches out to provide on-going services to students, parents or guardians, other agencies and teachers, houseparents and other school staff in order to facilitate the education of each student.
- () 1.2.3 Statement of Purpose. The purpose of the educational diagnostic and counseling services is clearly set forth in writing.

Comments:

- () 1.3 PLANNING. A variety of methods is used for systematic planning of the educational diagnostic and counseling services.
- () 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.
- () 1.3.1.1 The major long range goals of the educational diagnostic and counseling services are coordinated with the school's long range plans for health services, curriculum and residential living.

- () 1.3.1.2 The plan extends for a specified time beyond the present school year and is updated at stated intervals.

Comments:

- () 1.3.2 Annual Planning. A specific written program and financial plan for the educational diagnostic and counseling services is prepared for each fiscal year.

- () 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

- () 1.3.2.2 The coordinator of the educational diagnostic and counseling staff and other appropriate personnel assist in the preparation of the annual plan.

Comments:

- () 1.3.3 Short Range Planning. Personnel of the educational diagnostic and counseling services maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

- () 1.3.4 Coordination with Community Resources. Sustained efforts are made, for the benefit of blind and visually handicapped students and their families, to coordinate the school's planning for educational diagnostic and counseling services with local education agencies, other community services and the state department of education.

Comments:

- () 1.3.5 Participation in Planning. Planning for the educational diagnostic and counseling services is broadly based with provision for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of the educational diagnostic and counseling services, teachers, houseparents, aides or paraprofessionals, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education, health and welfare service agencies, specialized agencies for the blind and visually handicapped and the state department of education.

Comments:

- () 1.4 PERSONS SERVED. The school defines and identifies in writing the area served and the students and families eligible for educational diagnostic and counseling services.

Comments:

- () 1.5 ORGANIZATION. The educational diagnostic and counseling services are clearly and purposefully organized.
- () 1.5.1 Structure. The school's organizational chart locates these services within the school's administrative structure.
- () 1.5.2 Coordination. A staff member is assigned to coordinate the services provided in the school and in the community.
- () 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel within the educational diagnostic and counseling services spell out their responsibilities.
- () 1.5.4 Authority. Sufficient administrative authority is afforded for the educational diagnostic and counseling services to respond effectively to needs both within the school and in its outreach functions in the community.

Comments:

2. PERSONNEL

- () 2.1 SERVICE TEAM. Educational diagnostic and counseling services are provided by a multidisciplinary team consisting of regular members who are employed full time in this program and a broad range of other specialists who are involved as needed.

COMPOSITION OF SERVICE TEAM

In the following chart, check whether each specialist or other person listed is a regular member of the service team or is involved only when needed for a particular student or other purpose. If a particular category of personnel usually is not available, insert "unavail."

<u>Discipline</u>	<u>Regular Member</u>	<u>Involved as Needed</u>	<u>Discipline</u>	<u>Regular Member</u>	<u>Involved as Needed</u>
Adaptive Physical Educator	_____	_____	Orientation and Mobility Specialist	_____	_____
Administrative Staff	_____	_____	Otologist	_____	_____
Audiologist	_____	_____	Pediatrician	_____	_____
Communications Specialist	_____	_____	Physical Therapist	_____	_____
Counselor	_____	_____	Psychologist	_____	_____
Dentist	_____	_____	Psychometrist	_____	_____
Motor Development Specialist	_____	_____	School Social Worker	_____	_____
Nurse	_____	_____	Teacher, Diagnostic	_____	_____
Nutritionist	_____	_____	Teacher, Receiving	_____	_____
Occupational Therapist	_____	_____	Teacher, Referring	_____	_____
Ophthalmologist	_____	_____	Vocational Rehabilitation Counselor	_____	_____
Optometrist	_____	_____	Other (Specify)	_____	_____

Comments:

- () 2.2 EVALUATION TEAM. Members of the service team, selected according to the diagnostic needs of the student, make up the evaluation team which conducts a comprehensive educational assessment used in the formulation of the individualized education program for the student.

Comments:

- () 2.3 IEP COMMITTEE. One or more members of the evaluation team, or others familiar with the evaluation procedures used and with the evaluation findings, serve on the committee which develops, reviews and revises, as needed, the individualized education program for the student (see Section D-20, Curriculum Planning and Evaluation).

Comments:

- () 2.4 COUNSELING AND SUSTAINED SPECIALIST SERVICES. On-going counseling and specialist services are provided by appropriate personnel in the educational diagnostic and counseling services.

Comments:

- () 2.5 QUALIFICATIONS. The school employs a coordinator and specialists for the program who meet one or the other of the following qualifications (A or B):

A. Certification

B. Specified Preparation

- | | |
|---|--|
| <p>() 2.5.1A Possession of a valid license or certificate in the particular specialty from the state or recognized national certification body.</p> <p>() 2.5.2 <u>Specific Knowledges</u>. All personnel evidence appropriate knowledge and expertise for the performance of their specific roles in the educational diagnostic and counseling program.</p> <p>() 2.5.2.1 All personnel have a broad educational background with preparation in psychology, mental health of children and in particular, child growth and development.</p> <p>() 2.5.2.2 All personnel show an understanding of socioeconomic, racial, cultural and religious influences on the individual's development and behavior.</p> | <p>() 2.5.1B Graduation from the appropriate level degree program in the particular specialty from an accredited college or university.</p> |
|---|--|

- () 2.5.2.3 All personnel exhibit knowledge and understanding of the impact of blindness, visual impairment and/or multihandicapping conditions on the family and on the individual student's growth and development.
- () 2.5.2.4 All personnel demonstrate ethical professional attitudes in providing services and handling confidential information.

Comments:

- () 2.5.3 Inservice Training. Provision is made in the school's staff development plan for an on-going program of inservice training for all personnel involved in the educational diagnostic and counseling services.
- () 2.5.3.1 The coordinator of educational diagnostic and counseling services is involved in the planning and the provision of inservice training.
- () 2.5.3.2 Information is presented about blindness, visual impairment, multi-handicapping conditions and other subjects appropriate to the needs, responsibilities and interests of the staff.
- () 2.5.3.3 Information is provided on developments in community resources.
- () 2.5.3.4 Attention is given to safety and emergency procedures.

Comments:

- () 2.6 RESPONSIBILITIES OF PERSONNEL. All personnel in the educational diagnostic and counseling services carry responsibilities appropriate for their particular specialties and as members of the service team.
- () 2.6.1 Coordinator. The coordinator of the educational diagnostic and counseling services manages the program and provides administrative supervision for all personnel assigned to it.
- () 2.6.1.1 The coordinator prepares and maintains comprehensive reports and records on each student referred to and evaluated by the educational diagnostic and counseling services.
- () 2.6.1.2 The coordinator is responsible for the maintenance, control, use and confidentiality of central student records of the school.
- () 2.6.1.3 The coordinator provides overall leadership in the development, evaluation and revision of the individual educational programs of the students.

Comments:

- () 2.6.2 Diagnostic Teacher. One or more diagnostic teachers are assigned appropriate functions and responsibilities (check those activities regularly assigned to the diagnostic teacher):

- _____ Eliciting information from individuals acquainted with the student to help assess level of educational functioning
- _____ Providing instruction in specific skills to help determine the student's ability to learn
- _____ Using professional judgment to identify the need to call upon additional consultative services when indicated
- _____ Providing technical assistance to other teachers in the school and/or local education agencies in developing specific educational prescriptions
- _____ Serving on the evaluation team, and when indicated on specific IEP committees
- _____ Other (specify)

Comments:

- () 2.6.3 School Social Worker. One or more school social workers are employed to render appropriate services (check those services regularly provided by the school social worker):

- _____ Providing intake services related to referrals for educational diagnostic and counseling services or admission
- _____ Serving on the evaluation team and on IEP committees
- _____ Providing casework or groupwork services to students, parents or guardians for purposes of remediation, crisis resolution and making constructive use of educational opportunities
- _____ Assisting in interpreting the evaluation team's findings to parents, guardians and personnel of local education agencies to assist in developing, implementing and reviewing the individual education program for the student
- _____ Aiding in identifying and providing liaison services to appropriate community resources and in referring students, parents or guardians to such resources when indicated
- _____ Consulting with other school personnel about the impact of the student's life situation upon the educational process
- _____ Other (specify)

Comments:

- () 2.6.4 Psychologist. One or more psychologists are available to provide appropriate psychological counseling and/or clinical assessment services (check those services which are regularly provided):

_____ Administering to students appropriate diagnostic instruments to assist in the total evaluation process (check the types of tests used regularly):

- | | |
|----------------------------------|------------------------------------|
| _____ Social and mental maturity | _____ Paper and pencil personality |
| _____ Developmental potential | _____ Vocational aptitude |
| _____ Individual intelligence | _____ Vocational interest |
| _____ Academic achievement | _____ Other (specify) |
| _____ Projective personality | |

_____ Correlating and interpreting test results in relation to visual and other handicapping conditions to teachers, other staff, local education agency personnel, students, parents or guardians

_____ Serving on the evaluation team and particular IEP committees as appropriate

_____ Providing psychological counseling services

_____ Other (specify)

Comments:

- () 2.6.5 Speech and Language Specialists. One or more speech and language specialists are available to provide appropriate services (check the speech and language services regularly provided):

_____ Providing speech therapy and language development training on an individual or small class basis according to individual student need

_____ Providing consultation to other staff members' reinforcement of speech improvement and language development when these are included in the individualized education program of particular students

_____ Serving on the evaluation team and particular IEP committees as appropriate

_____ Other (specify)

Comments:

() 2.6.6

Physical Therapist. One or more physical therapists are available to provide appropriate services (check the services regularly provided by the physical therapist):

- _____ Providing physical therapy to students upon referral by the school's physician (medical consultant)
- _____ Providing assistance to health services and educational staff members to reinforce the physical therapy services when they are included in the individualized education program of particular students
- _____ Serving on the evaluation team and particular IEP committees as appropriate
- _____ Other (specify)

Comments:

() 2.6.7

Occupational Therapist. One or more occupational therapists are available to provide appropriate services (check the occupational therapy services which are provided regularly):

- _____ Providing occupational therapy services to students upon referral from the school physician and other appropriate staff
- _____ Providing assistance to health services and educational staff members to reinforce the occupational therapy services when they are included in the individualized education program of particular students
- _____ Serving on the evaluation team and particular IEP committees as appropriate
- _____ Other (specify)

Comments:

- () 2.6.8 School Counselor. One or more school counselors are employed to provide appropriate services (check the guidance and counseling services regularly provided):

- _____ Assisting individual students to establish or clarify educational goals and values in relation to vocational opportunities
- _____ Providing counseling to those students who may be helped to know and accept themselves and others better and to modify behavior as appropriate
- _____ Serving on the evaluation team and particular IEP committees as appropriate
- _____ Other (specify)

Comments:

3. SCOPE OF SERVICES

- () 3.1 SCHOOL INTAKE. A professional staff member is responsible for providing and coordinating all intake services including case finding and social study.
- () 3.1.1 Field Visits. Provision is made for visits to the homes of individual prospective students and to appropriate community agencies which have been involved with the family as needed.
- () 3.1.2 Interviews. Interviews are held with prospective students, their families and other interested persons as needed.
- () 3.1.3 Information Gathering. The social worker secures appropriate information from other agencies, services and schools to assist in the educational diagnostic process.
- () 3.1.4 Referral. The social worker provides referral services to handle requests and problems which cannot be dealt with by the school.

Comments:

- () 3.2 EDUCATIONAL DIAGNOSTIC SERVICE. The full range of disciplines within the educational diagnostic and counseling services is utilized in the diagnostic process.
- () 3.2.1 Evaluation Team. The evaluation team participates in the assessment of each prospective or enrolled student.

- () 3.2.2 Cooperating Specialists. The school's cooperating specialists participate appropriately and as needed in the evaluation process.
- () 3.2.3 Other Specialists. Advantage is made of contributions which are available from various specialists in the student's home community who have been providing on-going services to the student and family.
- () 3.2.4 Local Education Agencies. Whenever feasible, educational diagnostic services are provided at the request of or in cooperation with local education agencies where the student resides.
- () 3.2.5 Other School Personnel. Provision is made for teachers, house-parents, and leisure education staff to participate in the educational diagnostic process as appropriate.
- () 3.2.6 Parental Involvement. Parents or guardians are fully involved in the educational diagnostic process.

Comments:

- () 3.2.7 Scope of Assessment. The educational diagnostic process covers the full range of student functioning included in the following (check those aspects regularly included in the diagnostic procedures):

- | | |
|---|---|
| ☐ Academic achievement | ☐ Motor development |
| ☐ Academic readiness | ☐ Ophthalmological |
| ☐ Audiological/otological functioning | ☐ Optometric |
| ☐ Concept development | ☐ Orientation and mobility |
| ☐ Daily living skills | ☐ Personality development and maturity |
| ☐ Impact of family background | ☐ Prevocational skills |
| ☐ Intellectual maturity | ☐ Sensory integration |
| ☐ Low vision utilization | ☐ Social behavior |
| ☐ Medical (general, neurological and psychiatric when indicated) | ☐ Speech and language development |
| | ☐ Vocational skills |
| | ☐ Other (specify) |

Comments:

- () 3.2.8 Fees. If fees are charged to other organizations for the educational diagnostic and counseling services they are set in accordance with *Section C-1, Function and Structure.*
- () 3.2.9 Written Report. At the conclusion of the educational diagnostic process, a comprehensive written report of the team's findings is prepared to assist in selecting the student's educational placement and in preparation of the individualized education program.
- () 3.2.9.1 Written procedures are followed for prompt provision of copies of the report to other appropriate school staff, local education agencies, parents or guardians and others who have a need to know.
- () 3.2.9.2 The report's findings are interpreted and discussed, as needed, with those who have received the report.

Comments:

- () 3.3 ON-GOING SERVICES. The staff of the educational diagnostic and counseling services provides on-going services appropriate to their disciplines and skills.
- () 3.3.1 Services to Students. Appropriate services are provided directly to students when needed.
- () 3.3.1.1 The school either employs a vocational rehabilitation counselor or makes suitable arrangements with the state vocational rehabilitation agency for the blind for the provision of appropriate vocational rehabilitation counseling, particularly for older students.

Comments:

- () 3.3.2 Services to Parents or Guardians. Assistance is given to parents or guardians, either through office consultations or home visits, as needed to further the individualized education program or in relation to particular needs of individual students.
- () 3.3.3 Services to Other School Personnel. Information, interpretations and assistance are provided to other school personnel concerning implementation and revision of individualized education programs or in relation to particular needs of individual students.
- () 3.3.4 Services to Other Agencies. The educational diagnostic and counseling services is available to local education agencies for assistance in student assessment for purposes of planning individualized education programs in cooperation with parents or guardians.

Comments:

- () 3.4 CENTRAL STUDENT RECORDS. The educational diagnostic and counseling services maintains the school's basic, centralized, detailed records on each student.
- () 3.4.1 Confidentiality. The policies and procedures comply with the standards on confidentiality in *Section C-1, Function and Structure*.
- () 3.4.2 Access. The school has a written policy and procedure specifying who has access to the central student personnel records.
- () 3.4.2.1 A written log is kept showing each time, and to whom, a record is made available.

Comments:

- () 3.5 FOLLOW-UP SERVICE. The educational diagnostic and counseling services undertakes periodic and regular follow-up studies of students who have left the school.
- () 3.5.1 Systematic Procedures. Procedures are devised and periodically reevaluated and revised as needed for reaching former students and eliciting the desired information.
- () 3.5.2 Use of Findings. The findings of the follow-up service are compiled, reported, disseminated and utilized in program planning and evaluation.

Comments:

- () 3.6 FACILITIES. Offices are provided which assure privacy and freedom from interruption during interviews and diagnostic procedures.
- () 3.6.1 Conference Room. Staff has access to a suitably furnished room for student staffings and other group meetings.
- () 3.6.2 Secure Files. Cabinets which can be locked when unattended are used for the central student records.

Comments:

- () 3.7 MATERIALS AND EQUIPMENT. Sufficient and appropriate assessment instruments, materials, equipment and supplies are available to facilitate provision of the full range of educational diagnostic and counseling services.
- () 3.7.1 Health Services. The facilities, materials and equipment of the school's health services are made available appropriately when needed for educational diagnostic procedures.
(See Section D-27)

Comments:

4. PROGRAM EVALUATION

- () 4.1 PURPOSE. The school utilizes various systems for evaluation of its educational diagnostic and counseling services to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure the consistency with the school's statement of philosophy of service and to ascertain the effectiveness of the student assessment process and the counseling functions.

Comments:

- () 4.2 SCOPE OF PROGRAM EVALUATION. Evaluation of the educational and diagnostic counseling services is conducted systematically and includes all relevant factors affecting the program.
- () 4.2.1 Long Range Plan. Progress toward reaching the long range goals of the educational diagnostic and counseling services is reviewed each year and the findings used to aid in revising and extending the long range plan for educational diagnostic and counseling services.

Comments:

- () 4.2.2 Annual Plan. The achievements of the educational diagnostic and counseling services are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of these services.
- () 4.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

Comments:

- () 4.2.3 Resources. Evaluation of the educational diagnostic and counseling services encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

Comments:

- () 4.2.4 Evaluation Systems. The systems used for evaluating the educational diagnostic and counseling services are themselves evaluated from time to time, in terms of efficiency and effectiveness in achieving their purposes.

Comments:

- () 4.2.5 Program Evaluation Checklist. The program evaluations of the educational diagnostic and counseling services are made in relation to a number of significant factors such as (check those which are regularly included in evaluations of these services):

- _____ Clarity of purpose
- _____ Effectiveness of planning processes
- _____ Breadth of participation in planning, service delivery and evaluation
- _____ Organizational efficiency of the unit for educational diagnostic and counseling service
- _____ Cohesiveness of service team
- _____ Comprehensiveness of educational diagnostic procedures
- _____ Adequacy of provisions for involvement of students and their parents or guardians in the services
- _____ Adequacy of provisions for involvement of other personnel in the school, in local education agencies and in other community service organizations
- _____ Sufficiency of resources to fulfill outreach responsibilities through field visits, telephone and prompt correspondence
- _____ Frequency of counseling sessions, casework interviews, therapy sessions and other on-going services
- _____ Other (specify)

Comments:

- () 4.3 PARTICIPATION IN EVALUATION. Systematic provisions are made for broadly-based participation in the evaluations of the educational diagnostic and counseling program.

- () 4.3.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator of the educational diagnostic and counseling services, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education, health and social service agencies, specialized agencies for the blind and visually handicapped and the state department of education.

Comments:

- () 4.3.2 Structure. Evaluations of the educational diagnostic and counseling services are conducted by means of established systems with assigned responsibilities including a committee headed by the coordinator of the educational diagnostic and counseling services or other designated individual.

Comments:

- () 4.4 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

An organization seeking accreditation is interested in improving the quality and value of the services it provides. Programming for improvement flows from a continuous cycle of planning, implementation and evaluation. The NAC self-study is a structured method for planning and evaluation. When meshed closely with an organization's normal program and fiscal planning and evaluation activities, such a self-study, using this Guide, enhances regular operations.

This final part of the Guide is intended to provide an outline to summarize the self-study findings in relation to this program. The first question is designed to elicit a brief listing of those special features of the program which the organization concludes are most outstanding.

The on-going nature of improvement and other changes is brought to light by questions two through six. Starting with a brief review of the recent past, these questions proceed through the present and into the future. It is expected that the NAC self-study of this program will have generated ideas for its further improvement. Realistically speaking, it is rarely possible for an on-going program to benefit from a large number of simultaneous changes. It is, however, both possible and desirable to consider the needs for specific improvements uncovered by this self-study and to develop a timetable for tackling them. Questions two through six are designed to assist in taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated easily into the organization's normal planning system.

The "bottom line" for any human service is the results it produces, and the last question in this Guide asks for a statement on how this program has benefited the persons served. If the organization has conducted recent follow-up studies, data from them, as well as the broadly-based input received from the intensive self-study while using this Guide, may be helpful in preparing this statement.

1. *What are the most outstanding features of this program?*

2. *What major improvements or other changes were made from five years through two years ago?*

3. *What major improvements or other changes were made in the last fiscal year?*

4. *What improvements are under way in the present fiscal year?*

5. *What improvements are included in the plan for the next fiscal year?*

6. *What improvements are contemplated in the long-range plan?*

7. *How has this program benefited the persons served?*

MEMBERS OF SELF-STUDY COMMITTEE

Name

Identification (job title,
board member, consumer, etc.)

Chairman: _____

Data Completed _____

Date accepted by
Coordinating Committee _____

Organization Name _____

SELECTED READINGS

BOOKS

Guidelines for the Collection, Maintenance and Dissemination of Pupil Records.
New York: Russell Sage Foundation, 1970.

Social Work Services in Schools: Standards for Practice. Washington, D.C.:
National Association of Social Workers, 1978.

Wallace, G., Larsen, S.C. *Educational Assessment of Learning Problems: Testing
for Teaching.* Boston, MA: Allyn and Bacon, 1978.

LEGISLATION

Education for All Handicapped Children Act of 1975 (Public Law 94-412. November 29,
1975). Washington, D.C.: U.S. Government Printing Office, 1975.

JOURNALS

Education of the Visually handicapped. Philadelphia, PA: Association for Education
of the Visually Handicapped.

Exceptional Children. Reston, VA: Council for Exceptional Children.

Journal of Visual Impairment and Blindness (through 1976, *The New Outlook for the
Blind*). New York, NY: American Foundation for the Blind.

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